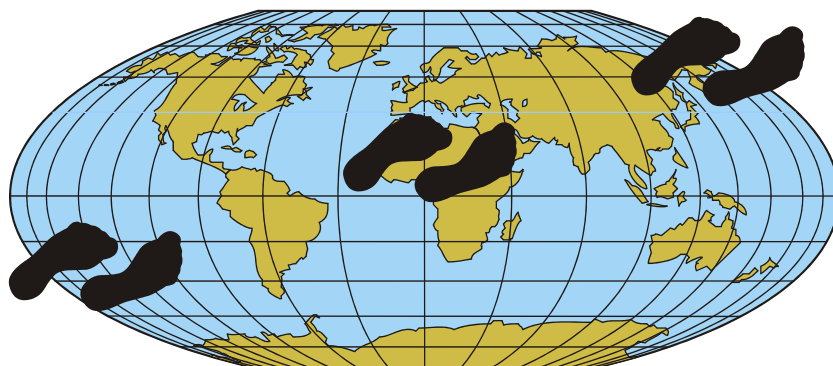


# First Step en Français

## Teacher Lesson Guide



**ETV**  
**Instructional Television**  
**South Carolina Department of Education**



# First Step en Français

## Teacher's Lesson Guide

*Take a step across the ocean,  
Take the first step over the sea.  
The French people everywhere  
wait for you and me.*

*But how do we understand them?  
How do we know what they say?  
They speak another language,  
Have different customs and ways.  
But still they're just like we are  
whether young or old.  
The first step to understanding is...  
the First Step en Français*

### **First Step en Français**

A production of ETV and the South Carolina Department of Education  
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# ***First Step en Français***

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Note to Teachers:

This lesson guide is written for teachers who have little or no knowledge of the language and are not trained to teach a foreign language. Read the introductory materials to help understand why and how to teach a foreign language in the elementary grades. Suggestions are given as to how a regular classroom teacher can provide this valuable second language instruction to his/her students.

Since the purpose of **First Step en Français** is exposure to the French language, the ten video lessons are totally in French. Some teachers and students may be overwhelmed when viewing the programs for the first time. Teachers need to preview the video programs before showing them to their students so they can be familiar with the format of the program and the individual segments. They should review the vocabulary list and the guide material for each lesson very carefully before and after previewing the programs.

Use this lesson guide and the other accompanying components to take the greatest advantage of the First Step series and to maximize your student's learning. Teaching and learning a second language can and should be exciting for everyone involved. **First Step en Français** can help you meet this challenge.

# Introduction to First Step en Français

Parlez-vous français? For many adults these were some of the first words they learned in a foreign language during their high school years. Now language experts, educators, and parents realize that children need to begin a second language as early as possible using new and effective teaching methods.

## What is First Step en Français?

**First Step en Français** is an introductory course for young students in French. The ten video lessons were designed to motivate as a group of children learn French from their neighbor who has just moved from France. In keeping with guidelines for the teaching of foreign language, this new neighbor only speaks French to the children as he teaches them. Through the use of graphics, music, and fast-paced video segments in addition to the native speaker/children scenarios, words are presented in context. Emphasis is on the "spoken" word rather than the "written" word. Cultural components are added when appropriate.

## What are the Program Components?

**First Step en Français Video lessons (ten lessons, 15 minutes each)**

**First Step en Français AGAIN Video Lessons**

**(follow-up, direct-teaching, ten lessons, 10-14 minutes each)**

**Teacher's Lesson Guide**

**Audio Cassette of Vocabulary and Songs (grouped by lesson)**

## Who can use First Step en Français?

This video series and its other program components were designed to assist schools and teachers to provide their students with instruction in a second language during the primary grades. Teachers do not need to speak French or have experience in any foreign language instruction to use this video series. It was developed specifically for schools which would not otherwise be able to offer an elementary foreign language.

Elementary foreign language teachers can also use this series by adapting the programs for use in their lessons, as supplemental lessons for use by the regular classroom teacher, or to use when the foreign language teacher is unable to hold classes. The series can be used in segments, as review or as an introduction in such classes.

## Why should I use First Step en Français?

Parents, educators, curriculum specialists, and foreign language advocates have long requested foreign language programs for elementary grades, and many states are developing curriculum frameworks or requirements for elementary school foreign language instruction. Unfortunately, most elementary schools do not have certified foreign language teachers nor do they have teachers who have foreign language training. Instructional television is an equitable and readily available delivery system for foreign language instruction. Distance learning is certainly an effective means of foreign language instruction, but it is not the best delivery system for most elementary grades because elementary teachers prefer to use taped programs at their own schedule rather than commit to a specific daily time. Produced video programs can be shown at any time during the school day. They present foreign language instruction that meets many different learning styles and is exciting and fun for students.

The **First Step Elementary Foreign Language Program** has been designed to meet these needs. It is communication-based using a thematic center. Whenever possible, it reinforces the goals of the general elementary school curriculum. Learning occurs in meaningful, communication contexts that carry significance to the student. Culture is integrated into all learning as much as possible.

## How is language taught in First Step en Français?

In keeping with widely accepted elementary foreign language guidelines, target language instruction will be consistently conducted in the target language. This allows the learners to be active constructors of meaning rather than just passive receivers of vocabulary. It is extremely important that children hear the language in context even if they do not understand all of the words. They learn much from this immersion into the language. Gestures, pictures, and objects are constantly used in the lessons to make the language concrete. A complete understanding of the structures of language is not necessary at this stage of language acquisition. Students hear the language spoken, then they begin to speak the language. Comprehension, rather than speaking, is emphasized at beginning stages of the program shadowing the process of first-language acquisition.

Each of the ten fifteen-minute video lessons includes several segments: the storyline of a native speaker teaching his native language to some young neighbors, songs which review vocabulary, visits to actual places which are used in the storyline, classroom scenes with children using the language, graphics, and repetition/review sequences. All vocabulary is taught in context and is repeated several times and used in conversation before the written word is shown. There is continuous review of previous vocabulary. At the end of each lesson, students are given the opportunity to review some of the emphasized vocabulary words.

Many words are presented in each lesson and a classroom teacher can emphasize only those words that are most appropriate for his or her students. Reading and writing will be used in guide activities as communicative tools, appropriate to the age and interest of the learners. Grammar will be presented in context for usage rather than analysis since, in the elementary grades, grammar for its own sake is not the object of instruction. Suggested activities will integrate the language into other areas of the curriculum.

# Curriculum Overview

**Goal:** The goal of the **First Step Elementary Foreign Language Program** is to make the students' first introduction to a second language an exciting experience for both the students and their teacher. Communication is the major purpose of the lessons.

## Lesson Titles and Topics Covered

### Lesson 1...***Bonjour!***

General greetings and responses, people and family

### Lesson 2...***Welcome to my home***

House (rooms and furniture)

Numbers and colors in context

### Lesson 3...***Shopping at the grocery store***

Food (fruits and vegetables)

Numbers and colors in context

Meals in Spanish-speaking countries

### Lesson 4...***Going to the doctor***

Parts of the body

### Lesson 5...***Shopping at the department store***

Review body parts with items of clothes

Clothing

### Lesson 6...***Visiting the farm***

Farm animals and pets

### Lesson 7...***Visiting in the school***

School items, classes

### Lesson 8...***Walking through the community***

Buildings and people seen in community

### Lesson 9...***Celebrating holidays***

Calendar and weather, holidays and customs

### Lesson 10...***A birthday picnic***

Nature, sports, people seen in park, birthday

# First Step en Français Program Components

## Introduction to the Program Components

### First Step en Français Video Lessons

Ten fifteen-minute video lessons were designed to teach specific vocabulary words in context while allowing viewers to hear the language being spoken. There are review segments and songs used to extend the understanding of the emphasized vocabulary words.

### First Step en Français AGAIN Video Lessons

These 10 to 15-minute video lessons are designed to be used for follow up and review. Each First Step AGAIN lesson is designed to follow the main lesson of the same title and number. These lessons, utilizing a direct-teaching method, were taped with a foreign language teacher who uses a mixture of French and English in the review and follow-up. After these short review lessons, the classroom teacher can continue with activities suggested in the lesson guide.

### Teacher's Lesson Guide

The Teacher's Lesson Guide is a critical component of the entire program. There are suggestions for introductory activities before viewing the video lesson. These are activities that the teacher will facilitate in English to prepare students for the lesson to come. A description of the video lesson is included for the teacher. Follow-up activities to be used after viewing the video lesson and supplemental activities to be used in native language are included. Avoid mixing language. A sign reading "English Spoken Here" and "Parlons Français" is included. These are activities that the teacher will facilitate in English to prepare students for the lesson to come. Suggestions for use of the other program components are also included.

### Audio Cassettes of Vocabulary and Songs

Audiotapes are available to provide extra opportunities to listen to and to practice vocabulary words and sentences. The songs used in the programs are also included. These tapes will be suggested for use before and after viewing activities.

## Using the Program Components

In order to use the program components, teachers and students need to understand the following:



Whenever the footsteps are seen at the end of most lessons, the students have the opportunity to repeat what has been said.

SEE FEET, REPEAT. (NOTE: Not all students will be ready to repeat. Encourage, but don't force.)

## Teaching a Foreign Language in a



# Regular Elementary Classroom Setting

Foreign language teachers in the elementary school are trained to teach languages using the target language in a specific way as recommended by the Teachers of Foreign Languages, State Curriculum Frameworks and National Standards for the Teaching of Elementary Foreign Languages (EFL). This is certainly the best way to present language instruction, but unfortunately everyone is not now able to provide this type of instruction. As a non-trained foreign language teacher and a non-speaker of the language, you will need to adopt some of the recommended methods for use in your classroom.

## Suggestions Adapted for the Regular Classroom

### 1. Listening to the Target Language...Language Listening Center

In EFL classes (most of the time), only the target language is spoken. A change in languages is indicated by the turn of a sign or the display of a flag. The use of English is an exception, not the rule. Provide opportunities for your students to listen to the target language and to practice speaking the language whenever possible. A language center or table with a tape recorder equipped with listening stations would provide such opportunities. Decorate the language center with flags and pictures from the country. The First Step audio cassette tape, purchased audiotapes of stories in the target language, or tapes made by a parent or other native speaker could be used in this center.

### 2. Experience the Target Language...Video Tapes in the Language

Show video tapes of simple stories or songs with the audio track in the target language (such as those from the ***Lyric Language*** series offered by some instructional television stations). These are also available from educational stores and foreign language instructional materials catalogues. Be careful of violating copyright laws by showing video tapes which do not have classroom performance rights. It is always best to purchase videotapes from companies, which can supply such rights.

### 3. Share Cultural Experiences...Visitors, Field Trips, Travel Videos

Share cultural experiences by inviting visitors to the class who are native to or have traveled to the target country, can speak the language, can tell stories, or do crafts related to the country. There may be a restaurant or grocery store associated with that country near your school you could visit. Cook meals from the country. The music and art teacher in your school can do music and art activities related to the country. Travel agencies may have videos and other materials about the country they would share with your class.

### 4. Practice the Target Language...Use High School Language Students as Tutors for Your Students

Work with the foreign language department of your local high school or college to create a partnership with your class and second or third year language students. These students could provide your students with a valuable learning opportunity, while the older students could practice their use of the language. However, high school students cannot take the place of a qualified teacher. If the middle or high school in your area has a foreign

language day, then your students could visit or the older students could bring an abbreviated version of the day's activities to your class?

### 5. Use Other Multimedia Resources to Extend Learning

The Internet provides valuable opportunities for your students to experience the language and culture of countries that speak your target language. You would want to select appropriate sites from larger cities' tourist bureaus, businesses, newspapers, etc. and bookmark them for your students. Since you are not experienced in the language, you will need to be extremely careful about the sites you select. Bookmarking the sites will help ensure that students only visit appropriate sites.

### 6. Celebrate Holidays

Celebrate national holidays of countries that speak your target language. Consider inviting native speakers to share holiday experiences in their countries. Make these special events that the students will look forward to and will enjoy. Be sure the students understand why and how these days are celebrated. Since many of the holidays coincide with ours, you may want to point out similarities and differences.

### 7. Study National Heroes of French-Speaking Countries

Study national heroes of French-speaking countries as a part of the holiday celebrations, if appropriate. As you do science, social studies, art, music and sports, emphasize people in these areas from your focal countries. Look for information on current political leaders, sports figures, writers, musicians, and artists from French-speaking countries in magazines and newspapers.

### 8. Imaginary Field Trips

Let the students, working in groups, plan simple, imaginary field trips to French-speaking countries. Travel books and videos, as well as library materials, could provide students with a source of information about places to see and visit. Use a map to show where the country is, to determine where to travel in the country and to determine how long it will take to travel to the country and within the country. Contact the embassy of your target country and request resource materials. They are usually free of charge. Emphasize the use of French throughout this activity.

### 9. Pen Pals

Correspond with students from other countries, preferably students from bilingual schools. Use technology for instant response.

# Using First Step en Français

## General Introduction to First Step en Français

### 1. We're Learning French Together.

Explain that you and your students are going to be learning something together - you are going to be learning a second language. Learning another language other than your native language (the language you learned to speak as a baby and use most often) is just learning another way to say things. Most of the time when a teacher teaches he/she knows the information being taught. Tell them that you do not know French, that you studied French in high school and/or college, or whatever is appropriate for you. Since this is something that you and the students are learning together, you are all going to have to help each other.

### 2. Why Learn A Second Language Early?

Tell them that language experts know it is better to learn a second language as early as possible. Talk about how babies learn to speak their native languages (they hear the language; they begin making sounds, then say words; they start using the words correctly and then use them in sentences; they are continuously learning new words and ways to use words together in phrases, sentences, paragraphs, etc.; and, finally, they learn to read and write the words, phrases, sentences, paragraphs, etc. This is the way they are going to learn French.

### 3. Do Any Students Speak Another Language?

Do any of your students speak another language (not just know a few words)? How did they learn this language? Do their parents, grandparents or other relatives speak another language at home? Ask them to visit your class.

### 4. Why Learn Another Language?

Discuss why it is important to learn another language. Show a map of the world and point out all of the countries in which French is the spoken. Do any of your students know someone whose first language is French? Have they seen signs in both English and French? These questions will be more appropriate for some locales than others. Adapt these questions as necessary.

### 5. Introduce the Series

Introduce **First Step en Français** and the different components that you will be using. Explain that you will be watching ten video lessons which will provide most of the initial instruction. From the video lessons, you and the students will learn French words. In the programs, Monsieur Dubois is teaching some of the children in his neighborhood to speak his native language, but he is speaking to them only in French. He uses the language in such a way that the neighbor children and the viewers understand what he is saying, even if they do not understand all of the words. Explain that they will have opportunities to practice the language in the **First Step en Français AGAIN** video lessons and the audio cassette tapes.

### 6. Make Learning Fun

Emphasize that learning a second language is just another way of saying the same things they say every day. Make this an enjoyable experience for your students. Learning Spanish with **First Step en Français** is going to be an interesting first experience with a foreign language.

## Important Suggestions for First Step en Français

### 1. Show your interest and enthusiasm...Be involved in the learning

Be involved in the language instruction yourself. Do not turn on the video lessons and leave the room or grade papers. Be an active participant. Admit that you do not know the language and that you will be learning it with the students. They will love learning something with you. Show your interest and enthusiasm for the language. Let the students know that you are practicing the language and learning with them. It will be a worthwhile experience for everyone.

### 2. Provide continual language practice

Provide your students with continual practice of the language. Learning a language is not something that is done once or twice a week and forgotten until the next class time. Use the audiotape to review the vocabulary and listen to the songs whenever a spare minute exists. Make this a regular practice while washing hands for lunch, while getting books together at the end of the day, or at any other available time. Play games with the vocabulary words. Do not mix languages! Avoid the temptation to fill in gaps with English.

### 3. Display vocabulary words wherever possible

Display words in the target language throughout your classroom and possibly the entire school. The words for numbers, colors, seasons, months, days of the week, etc. are usually displayed in English as students learn to read and write these words. Add the French word for each as they are used. Try to use words in context, not in isolation.

### 4. Praise the children in French

Praise the children in French, say *Très bien* (Very good) or *Excellent* (excellent). School supply stores have praise stickers in French. Use these on good papers done as part of non-French work. A “*Très bien*” sticker on a math paper will surely create interest at home and will be a source of pride when the students can tell their parents what the words mean.

### 5. Use French words whenever possible.

*Bonjour!* could be used some mornings as children enter; *Au revoir* could be used when they leave. Make it a habit to use *oui* (yes), *non* (no), *merci* (thank you), *s'il vous plaît* (please), *pardon* (pardon), and *pas de quoi* (you're welcome) as much as possible. Mixing languages is not encouraged, but the use of these polite words can be used as stand alone comments. Not only count in French, but also use the numbers in context. Use the language as you and your students learn it. Praise students as they use French more frequently.

## Lesson 1

## Bonjour!

# Lesson 1      **Bonjour!**    (Introduction, Greeting Situations, the Family)

## Objectives

1. To motivate the students to learn French
2. To learn words of introduction and greetings
3. To learn expressions related to members of the family
4. To learn about the way French-speaking people greet each other
5. To learn in what countries French is spoken

## Vocabulary

Mr.	Monsieur
Hello	Bonjour
What's your name?	Comment t'appelles-tu?
My name is...	Je m'appelle...
Miss	Mademoiselle
Mrs.	Madame
Mom	la mère
Dad	la père
Yes	oui
Grandfather	grand-père
Grandmother	grand-mère
sister	la sœur
brother	le frère
How are you?	Ça-va?
I'm well.	Ça-va bien.
So-so.	Comme-ci, comme-ça.
Not bad.	Pas mal.
Not well.	Pas bien.
No	Non
Thank you	Merci
Excuse me	excusez-moi/pardon
please	s'il vous plaît
good-bye	Au revoir

## Culture

French is the major language spoken in as many as 50 countries around the world! There are Francophone countries (countries where French is spoken) on nearly every continent. In Europe, you can hear French spoken in France, Belgium and Luxembourg. In North America, French is spoken in Canada (especially in Québec), and in Louisiana. In the Caribbean, French is spoken in Martinique, Guadeloupe, Haiti, St. Martin and in French Guyana (in South America). Africa hosts many Francophone countries such as Ivory Coast, Burkina Faso, Cameroon, Niger, Benin, Central African Republic, Chad, Mali, Senegal, Djibouti, Gabon, Guinea-Bissau, Madagascar and many more. Vietnam, Laos and Egypt even have a strong French-speaking population!

In many of these francophone countries the natives speak other languages as well as French. In Africa, many of the natives speak English as well as their own dialect. In Vietnam and Laos, Vietnamese is spoken as well as French. In the Caribbean, natives of the French-speaking islands speak a local dialect called "Créole." This dialect is also spoken in Louisiana. It is a mixture of English, French, Spanish and African dialects.

Friends in French-speaking countries usually greet each other by kissing each other on the cheek. Names in French-speaking countries are different from names in English-speaking countries.

## Information for the Teacher Only

(This is background information for teachers only. Not to be used as “mini-lessons” for students.)

1. The letter “r”, as in *rouge* has a unique sound made in the back of the throat.
2. The names of languages, such as *français*, are not capitalized except at the beginning of a sentence.
3. The days of the week and months of the year are not capitalized except at the beginning of a sentence.
4. Many French words require accent marks with certain letters to create the correct pronunciation. In the French language there are five accent marks. These accent marks are a part of the word's spelling and should not be omitted.
  - \*l'accent aigu ( / )                      é
  - \*l'accent grave ( \ )                      à, è, ù
  - \*l'accent circonflexe ( ^ )              â, ê, î, ô, û
  - \*le tréma ( `` ) is used to indicate that two vowels next to each other are pronounced separately (noël).
  - \*la cédille ( ç ) is the only accent mark that does not occur with a vowel. When the letter c is followed by a, o, or u it has a hard /k/ sound (like *cat*). The cédille changes the hard /k/ sound to a soft /s/ sound (like *sat*).
5. There is a formal and a familiar expression when using the word “you”. The formal “you” is “vous” and is used when addressing older people and people who are in authority as a sign of respect. It is also used to indicate the plural – *you all*. Students should use this with teachers.
6. The familiar “you” is “tu” and is used when addressing family members, friends and colleagues. Students should use this with each other.

## Before Viewing the Video Lesson

1. Do the general introductory activities for the series (pages 7 and 8) if you have not already done so.
2. Remind the students that they will not understand everything that is said on the video lesson and that this is not important because they are being immersed in the language. Hearing the language being used is very important and only certain words and phrases will be learned from the program. Today's program introduces Monsieur Dubois and the neighborhood children who are learning French.
3. Role play an introductory situation in English with your students. "Hello, my name is \_\_\_\_\_. What is your name? My name is \_\_\_\_\_. Nice to meet you \_\_\_\_\_. How are you? Very well, thank you. Good bye". Explain that the children on the program and your students will learn introductions, greetings and family names from today's program. Tell them to watch for these words.
4. Listen to the audiocassette tape of lesson 1 vocabulary words. Explain that some of these are the same words they used in activity #3. Encourage students to use the words in new situations. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

## Description of the Video Lesson (For teachers only.)

At a neighborhood party some children ask Olivier Dubois to teach them French. He agrees and tells them to come to his house the next day to start. When they arrive he speaks only French to them.

Ryan corrects Jay in his greeting to Monsieur Dubois. She tells Jay to say "Bonjour" rather than "Hello." Monsieur Dubois shows the children the difference between Monsieur, Mademoiselle and Madame.

Ryan says no way she's married, and Monsieur Dubois explains that is why he addressed her as Mademoiselle Ryan.

Monsieur shows a picture of his mother (la mère) and father (le père) to everyone. Fabien says someone is handsome in the picture. Monsieur Dubois laughs and says that is his grandfather (le grand-père) with his grandmother (la grand-mère). Ryan says that his grandmother resembles hers – and wonders if hers may be French too.

Review Sequence	Who is this? <i>La fille, le garçon, la mère, le père, la grand-mère, le grand-père, madame, mademoiselle, monsieur</i>
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Monsieur Dubois explains to Ryan what one would say to someone if one were meeting someone for the first time (Je m'appelle...) introducing oneself. Then he goes through how one asks how someone is and some answers: Ça va? Ça va bien, comme-ci, comme-ça; pas mal, pas bien...

Song	<i>Bonjour, bonjour, bonjour</i>
------	----------------------------------

Review	<i>Je m'appelle, je m'appelle, je m'appelle</i>
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Monsieur Dubois offers the children cookies. They learn please (*s'il vous plaît*), yes, please (*oui, s'il vous plaît*), thank you (*merci*), and excuse me (*excusez-moi/pardonnez-moi*) as they eat cookies.

Song	<i>s'il vous plaît, s'il vous plaît, excusez-moi, s'il vous plaît, pardonnez-moi, merci, s'il vous plaît</i>
------	--



*bonjour  
s'il vous plaît  
excusez-moi  
merci  
la fille  
le garçon  
la mère  
le père  
la grand-mère  
le grand-père  
monsieur  
madame  
mademoiselle*

Monsieur Dubois tells them it is time to leave and they all say good bye (*Au revoir*).

## Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary and conversations.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following the viewing of the video lesson.
3. Review vocabulary words related to the family. Ask each student to draw a picture of his/her family and label the family members: *le père, la mère, le frère, la sœur, le grand-père, la grand-mère*.
4. Review *monsieur, madame, mademoiselle, le garçon, la fille*. Show pictures of each and let students tell which word is correct.
5. Do role play situations of greeting and introductions. This could be done in a round robin/circle type game. Do the same with "How are you?" and appropriate responses.
6. Review *s'il vous plaît, oui, pardon, excusez-moi, pardonnez-moi, merci*. Which would be appropriate to use in short role play situations?
7. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.



## Supplemental Activities

1. Let students create a short skit using greetings, introductions, questions about health, and polite words. Invite another class to watch the skit. If they are not studying French in their class, let your students teach those students how to greet and introduce each other. (Remember, avoid mixing English with target language.)
2. Make a suitcase type folder from construction paper or a center cut manila file folder. Write **First Step en Français** on the suitcase like that on the series opening logo. Do luggage type name tags for student names. Keep copies of students' work in this suitcase.
3. Do a tally number chart on brothers and sisters (*les frères/les sœurs*).
4. Let each child create a collage of family members and words. Ask them to bring in small pictures that can be duplicated on the copier. Copy one page of pictures per child by overlapping pictures. Let the child cut out the pictures and arrange them on a piece of construction paper with already written copies of family words. Let students take turns presenting their families to the class, speaking French.
5. Discuss the custom of kissing on the cheek in greeting. What other types of physical contact do people exhibit when greeting each other? Talk about the differences within the United States: Eskimos, Hispanics, Native Americans, etc.
6. Lead a discussion about where Monsieur Dubois is from (France) and locate it on a map. Using a map of the world, discuss other Francophone countries and where they are located. If students have traveled to any of them or have friends or family that have, this would be a good time to discuss where they have been.
7. Draw a family tree and label each family member with the appropriate French name. Follow up with an activity that uses words in context. "This is my sister...", "her name is...", "she is ..."

***Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy since there are words of greetings and introductions, questions and answers about how are you, and polite words.***

# Lesson 2                      Welcome to My Home

## (Visit in the House, Rooms and Furniture)

### Objectives

1. To learn the names of rooms in a house
2. To learn names of pieces of furniture and in what room they would be placed
3. To begin learning color names
4. To learn number words and to count from 1 to 10

### Vocabulary

#### Colors

white  
black  
gray  
blue  
brown  
pink

#### Les couleurs

blanc  
noir  
gris  
bleu  
marron  
rose

#### Numbers

1  
2  
3  
4  
5

#### Les chiffres

un	6
deux	7
trois	8
quatre	9
cinq	10

six  
sept  
huit  
neuf  
dix

#### House

table  
bed  
chair  
lamp  
bathroom  
garage  
kitchen  
bedroom  
dining room  
living room  
telephone

#### La maison

la table  
le lit  
la chaise  
la lampe  
la salle de bains  
le garage  
la cuisine  
la chambre  
la salle à manger  
le salon  
le téléphone

What is this?  
It is...

Qu'est-ce que c'est?  
C'est...

## Information for the Teacher

Primary grade students often count things to learn numbers. Try to vary this by not always teaching the French words for numbers in a sequential list. Count from 1 to 10, but also count by twos. Show different numbers of things and ask how many. Ask for missing numbers. When you need a certain number of students or things, use the French word instead of the English word. Display the French number words around the room just as you do the English number words. Have students give their phone numbers after they have mastered the numbers.

## Before Viewing the Video Lesson

1. Review the vocabulary words from lesson 1.
2. Draw a simple house plan on a piece of poster board. Include the following rooms in the house: living room, dining room, kitchen, bedroom, bathroom, and garage. Do not label the rooms but paste or draw pictures of appropriate room furniture in the rooms. Guess what each room is by using the furniture in the room as clues.
3. Make cards of other pieces of furniture that can be placed in the rooms. Continue the game with these cards. Tell the students that in today's lesson they will learn about different rooms in a house and the names of pieces of furniture and where they are located in a house.
4. Tell the students that in today's lesson they will learn to count from 1 to 10 and will learn the colors - white, black, gray, brown, blue, pink.
5. Listen to the audio cassette tape of lesson 2 vocabulary words. Explain that some of these are the same words they used in activities #2 and #3. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

## Description of the Video Lesson

The children are again visiting with Monsieur Dubois and learning about rooms in a house and the furniture in those rooms. They learn chair (la chaise) and lamp (la lampe). They then discuss the need for a lamp in the bedroom (la chambre) versus the living room (le salon). They each compare what they like to do in their rooms and learn the words for bed (le lit) on which Monsieur Dubois likes to read. They laughingly conclude he probably needs more lamps.

Visit to the Furniture Store	<i>La table, le lit, la chaise, la lampe</i>
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They learn numbers after Monsieur Dubois tells them he bought ten lamps. The children repeat after them while he uses a visual guide with juice cups. Also he shows the difference in how French count on their fingers (beginning with their thumb) compared with how Americans count on their fingers.

Les Nombres	<i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i>
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Ryan's mom has been furniture shopping lately too because she is redecorating Ryan's room. After discussing the colors Ryan's room will be, Monsieur Dubois shows the children samples of carpet and they learn colors... *blanc, noir, gris, bleu, marron, rose*.

Song <i>les couleurs</i>	<i>rose, marron, bleu, gris, gris, blanc, noir</i>
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They all look at a floor plan of a house. Then they look at pictures of furniture and decide in which room the item should be placed. For example: *le lit – la chambre, la table – la cuisine, la lampe – le salon.*

Song	<i>la maison, la chambre, la cuisine, la maison, la garage, la chaise, la table, le lit</i>
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They all play more of the first game: *la lampe – le salon, la chambre; le téléphone – le salon, la chambre, la cuisine, la salle de bains, le garage; la chaise – la chambre, la cuisine, le salon, la salle à manger.*



*un  
deux  
trois  
quatre  
cinq*

## Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following the viewing of the video lesson.
3. Review vocabulary words related to the house. Ask each student to draw a floor plan of his/her house and label the rooms in French – *le salon, la cuisine, la chambre, la salle à manger, la salle de bains, le garage*. After practice, encourage students to use the expression “This is the \_\_\_\_\_ in my house” (“Voici \_\_\_\_\_ dans ma maison”).
4. Review vocabulary words related to furniture. Ask each student to draw a picture of one room in a house and include the appropriate furniture. Label the furniture with the French name.
5. Count and then show different numbers of things from 1 to 10 and ask for the number. Let the students count off from 1 to 10 and then call out a number and everyone with those numbers has to race to an established base. Practice counting out of sequence and use addition, subtraction, and multiplication, depending on grade level.
6. Review color words. Put labels with these words on objects in the room that are these colors. Play a game with the colors by asking everyone wearing a specific color to stand up. Practice colors with objects that they are describing.
7. Ask students to cut a certain number or color of tables, cars, etc. from a magazine. Each student could look for a different combination of colors, numbers and items. The pictures could be glued on construction paper and labeled with the correct vocabulary words.

8. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

## Supplemental Activities

1. Ask the art teacher to show authentic French art and the use of colors utilized by French painters.
2. Draw house plans with different rooms labeled. See who can be the most creative with their designs. Label all the rooms and furniture in French.
3. Play “What is it” games with rooms and furniture. Qu’est-ce que c’est? (What is this?) The students may then reply with “C’est \_\_\_\_\_.” (It is \_\_\_\_\_.) or “Ceux sont\_\_\_\_\_.” (These are \_\_\_\_\_.) This game works well if played in teams where the team wins a point for each correct answer said in the target language.
4. Play similar games as was done in the lesson where a student pretends to do an activity that would take place in a particular room and let other students guess which room.

***Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy with the number and color words. Add work to the First Step en Français suitcase folders.***

# Lesson 3

# Shopping at the Grocery Store

(Trip to the Grocery Store, Meals at Home)

## Objectives

1. To continue learning color names
2. To learn the names of fruits and vegetables
3. To practice counting
4. To learn about meals in French speaking countries

## Vocabulary

### Colors

green  
red  
orange  
yellow  
purple

### Les couleurs

vert  
rouge  
orange  
jaune  
violet

### Fruits

banana  
orange  
apple  
grapes

### Les fruits

la banane  
l'orange  
la pomme  
les raisins

### Vegetables

potatoes  
carrots  
tomatoes  
cabbage

### Les légumes

les pommes de terre  
les carottes  
les tomates  
le chou

## Other food related vocabulary

breakfast  
lunch  
dinner  
milk  
bread  
chicken  
salad  
cheese  
dessert  
wine

le petit déjeuner  
le déjeuner  
le dîner  
le lait  
le pain  
le poulet  
la salade  
le fromage  
le dessert  
le vin

## Culture

The French are known world-wide for their *haute cuisine* (the kind that expensive restaurants serve). Cooking at home is much simpler but still a very special part of the culture. Often the meals are prepared with fresh products from the local market or specialty shops. Bread is a very important basic food in France and is eaten at most every meal. French bread is most commonly known as a *baguette* - a long crusty roll with a very soft white center. It is generally purchased unpackaged each morning at the *boulangerie* (bakery). It must be eaten the day it is bought because it goes stale and becomes extremely hard after one day.

## Information for the Teacher

French nouns have a gender and therefore the definite article associated with the noun is either masculine or feminine. The article is taught as part of the noun. The masculine article is *le*. The feminine article is *la*. The plural form for both masculine and feminine is *les*. Many adjectives have masculine and feminine forms; therefore, the gender of the noun and the form of the adjective must agree. For example: The book is green (*le livre est vert*) and The leaf is green (*la feuille est verte*). In English the closest comparison would be the agreement between masculine and feminine names with pronouns - he/she, him/her, his/hers.

## Before Viewing the Video Lesson

1. Review previous vocabulary, especially numbers, since items at the grocery store will be counted.
2. Tell students that in today's lesson they will learn more colors. Review the other colors learned in the last lesson. What other colors do the students think will be included?
3. If the students were to go to the grocery store on their way home from school, what would they see? In this lesson the students will learn the names of some fruits and vegetables.
4. Listen to the audio cassette tape of lesson 3 vocabulary words. Explain that some of these are the same words they used in activity #3. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

## Description of the Video Lesson

Monsieur Dubois is returning from the grocery store as the children arrive. Fabien has company at his house so they review the words for family and learn brother (*le frère*) and sister (*la sœur*). This way they can count how many people are there. Looking at a bowl of fruit after the children unloaded the groceries, they learn the banana (*la banane*), the apple (*la pomme*), the orange (*l'orange*), and grapes (*les raisins*). At the same time they reviewed numbers.

Counting apples	<i>Les nombres...les pommes</i>
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What color is the ...? He teaches the children yellow (*jaune*), red (*rouge*), green (*vert*), orange (*orange*), purple (*violet*).

Song	<i>la pomme, l'orange, la banane, les couleurs</i>
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They continue discussing the color of fruits by asking questions.

At the grocery store	Introduce vegetables and other foods
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Monsieur Dubois teaches them that in France there are five courses a meal as well as what the different meals of the day are and what time they are served: breakfast (*le petit déjeuner*), lunch (*le déjeuner*), and dinner (*le dîner*). Soup is the first course of a meal. As the children ask questions, they learn milk (*le lait*), bread (*le pain*), and potatoes (*les pommes de terre*), and chicken (*le poulet*).

At the market	<i>les légumes, les fruits</i>
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The second course is the main dish and salad follows as the next course. The children also learn salad (*la salade*), carrots (*les carottes*), and tomatoes (*les tomates*). They learn that bread is served and left on the table in France (not on one's plate).

SONG	<i>Les légumes</i>
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After salad, cheese (*le fromage*) is served as the fourth course. It is put on bread. The fifth course is dessert (*le dessert*.)

Review	<i>Les couleurs</i>
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la pomme  
la banane  
les raisins

## Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following the viewing of the video lesson.
3. Review vocabulary words related to color from this lesson and lesson two. Use color circles like those used in the lesson to name colors. Add labels to things in the room for these colors. Avoid using words in isolation.
4. Review names of fruits and vegetables. Use color circles to tell what color these fruits and vegetables are. Take the week's lunch menu and replace the names of any known French words for the fruits and vegetables offered at lunch.
5. Discuss the meals as shown in the program. How are they like the meals served in the students' homes and how are they different? What would the students have expected as a "typical" French meal? Many students are familiar with some things the French eat, such as *crêpes* (a pancake-like food) and *escargots* (snails). What are some other foods they associate with French culture? Try to avoid mixing languages during this discussion.



6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

## Supplemental Activities

1. With a large bowl of water and some fresh fruit, play a game where students discover which fruits float and which do not. This would be a good time to discuss why some things float and some do not. Why would these types of fruits float? Are the students surprised at any of the things that float and the things that do not float?

2. A Gouin series is an activity used by foreign language teachers where all steps in an activity are given in order. This can be done using the food (or imaginary food) taught in the lesson. For example: Take an orange, slice the orange, squeeze the orange, pour the juice into a glass, drink the juice. Repeat the same steps over and over in the target language until the students can do the series by themselves.

3. Continue the art activity begun last week using the new colors today.

4. If possible, serve some of the dishes shown as part of these meals. Maybe your room mothers would be willing to prepare a typical meal and serve it to your class. Instead of the meal, a tasting party would be fun. Ask each student to bring to class something that they think is traditionally a food in a French-speaking country. This might be a good research idea for the students to look up using resources in the media center or using the internet. Students may be surprised to find that different countries have different kinds of traditional foods. Why do they think there would be differences? Would the climate and geographical location of the country play any role in the types of foods eaten? Are specific foods associated with certain holidays?

***Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy since these are words related to foods and colors. Add to the First Step en Français suitcase folders.***

## Recipe for crêpes

### Les Crêpes

Crêpes, originally a Breton dish, are a treat at any time in France. In cities and towns, they are often sold from vendors on the street. They are quick and easy to make and can be eaten with delicious fillings such as cheese, mushrooms, chocolate, jelly, or even ice cream.

Ingredients:

150g plain flour  
1/4 teaspoon salt  
2 eggs  
300ml (1/2 pint milk)  
1 tablespoon oil  
oil for cooking

Preparation time: 10 minutes

Cooking time: 15-20 minutes

Sift the flour and salt into a bowl and make a well in the center. Break in the eggs and add 150 ml of the milk. Beat in the flour from the sides of the bowl until you have a thick, smooth batter. Gradually add the rest of the milk. Heat a little oil in a frying pan, then pour it off, leaving a very thin coating on the base of the pan. Pour in just enough batter to cover the base of the pan thinly. Tip the pan from side to side to make sure the batter is spread evenly. When bubbles appear on the surface, and the underside is nicely browned, turn the crêpe over with a spatula and cook on the other side for one to two minutes. Make the rest in the same way, re-oiling the pan and reheating it again for each one. To keep hot, place a saucer upside-down on a large plate over a pan of simmering water. As the crêpes are cooked, drape them over the saucer. If you are going to keep them for a long time or are going to re-heat them, cover the plate with a bowl.

# Lesson 4

## Going to the Doctor

(Trip to the Doctor, Parts of the Body)

### Objectives

1. To learn words related to body parts
2. To learn words for people (man, woman, boy, girl, baby)
3. To review colors and numbers

### Vocabulary

#### The Body

mouth	la bouche
nose	le nez
head	la tête
ears	les oreilles
eyes	les yeux
hand	la main
leg	la jambe
arm	le bras
foot	le pied

#### Le corps

#### People

doctor	le docteur/le medecin
nurse	l'infirmière
man	l'homme
woman	la femme
boy	le garçon
girl	la fille
baby	le bébé

### Before Viewing the Video Lesson

1. Review colors and numbers since they will be used again in the lesson.
2. If your students were to go to the doctor for a check-up, what would the doctor examine? Tell the students that today's lesson will include a trip to a doctor and an accident.
3. You could sing and play the Hokie Pokie game to call attention to body parts (use those from the vocabulary list).
4. Listen to the audio cassette tape of lesson 4 vocabulary words. Explain that some of these are the same words they used in activity #2. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

## Description of the Video Lesson

Ryan is drawing a picture of her head (*la tête*), but she can't seem to get it to look right. Discussing the eyes (*les yeux*), they review colors.

Review	<i>Les couleurs</i>
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Jay smells something cooking so they talk about the senses and which body part is used for each sense (eyes, ears, nose, mouth, and hands). They use the words for the facial features, hands and the senses to answer questions while looking at the pie.

Review	<i>les yeux, le nez, la bouche, la tête</i>
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Song	<i>les yeux, le nez, la bouche, la tête</i>
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Monsieur Dubois shows a drawing and teaches the children body (*le corps*), leg (*la jambe*), and foot (*le pied*). Taylor comes in with her arm (*le bras*) and hand (*la main*) injured and in a sling. So Monsieur Dubois teaches all of them nurse (*l'infirmière*) and doctor (*le docteur/le medecin*).

Visit to the doctor for an examination	ears ( <i>les oreilles</i> ), eyes ( <i>les yeux</i> ), nose ( <i>le nez</i> ), mouth ( <i>la bouche</i> ), hand ( <i>la main</i> ), arm ( <i>le bras</i> ), foot ( <i>le pied</i> ), leg ( <i>la jambe</i> )
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Song	Head, shoulders, knees, and toes
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Visit to doctor for nose	<i>très mal</i>
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Review of counting	Bicycle race pictures
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Ryan's family is going to have a baby (*le bébé*); Ryan wants a sister (*la sœur*) and definitely does not want another brother (*le frère*). They all learn the words for man (*l'homme*) and woman (*la femme*), as well as boy (*le garçon*), girl (*la fille*) and baby (*le bébé*).

Review	<i>l' homme, la femme, le garçon, la fille, le bébé</i>
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Review	<i>les couleurs</i>
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Review	Who is this? <i>La fille, le garçon, la mère, le père, la grand-mère, le grand-père, madame, mademoiselle, monsieur</i>
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les yeux  
le nez  
la bouche

les oreilles

## Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following the viewing of the video lesson.
3. Review the number and color words as in the lesson.
4. In the lesson Taylor was hurt in a bicycle accident. What was hurt? Review the vocabulary for body parts.
5. Using a drawing of a person, label body parts. You could use one bigger drawing and do this as a class activity with students putting cards with the vocabulary words on them next to each body part. Each student could have a drawing of a body and s/he could write the word for the proper body part on it.
6. Show pictures of a man, a woman, a boy, a girl, and a baby. Let students match the words and the pictures.
7. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

## Supplemental Activities

1. Do a graph of the hair colors and the colors of your students. Use the French words for the colors and count the numbers in French.
2. In the lesson Monsieur Dubois and the students did an activity related to body parts. Let a student pantomime an activity that involves part of the body (such as brush teeth, wash hands) and the other students give the French name for the part of the body involved.
3. Let the students draw pictures of people and/or their family members then label them using the vocabulary words they have learned. This could also be done as a collage of people cut from a magazine with each labeled.
4. Draw silly pictures of people with one eye, three legs, four arms, two mouths, etc. like they did in the program. Give each student a piece of paper with three of four parts of the body listed on it with an arbitrary number for each. (Use French words for numbers and body parts.) They are to draw their picture using these numbers. Share the pictures with the class.
5. Do a Simon Says type game using the parts of the body. *Touchez les oreilles* (Touch the ears). Say the words without doing the action and see if the students can touch the correct part of the body. Give students a chance to be the teacher.

***Remember to use the vocabulary words in context as much as possible in class during the next week. Use other vocabulary words from previous lessons. When you remind students to raise their hand, say la main, etc. Continue to add to the First Step en Français suitcase folder.***

# Lesson 5 Shopping at the Department Store

## (Trip to the Department Store, Clothing)

### Objectives

1. To learn words for articles of clothing
2. To relate the article of clothing to the part of the body on which it is worn
3. To learn about the types of clothing worn in France

### Vocabulary

#### Clothing

tie  
shoes  
skirt  
dress  
shirt  
t-shirt  
shorts  
jeans  
sweater  
pajamas  
socks  
hat  
pants

#### Les vêtements

la cravate  
les chaussures  
la jupe  
la robe  
la chemise  
le tee-shirt  
le short  
le jean  
le pullover  
le pyjama  
les chaussettes  
le chapeau  
le pantalon

### Culture

In many French schools the students wear uniforms to school every day. In the cities, most people wear the same kind of clothing as Americans. Different regions of France and different francophone countries do have traditional costumes that are often worn for special celebrations and/or holidays.

### Before Viewing the Video Lesson

1. Review the vocabulary words from lesson 4 on the parts of the body. Students will need these words in today's lesson. Review colors and numbers, as well as the words for man, woman, boy, girl.
2. What are your students wearing to school today? Tell the students that in today's lesson they will learn the French words for different items of clothing.
3. How many girls are wearing dresses, skirts, pants, or sweaters? How many boys are wearing pants, shirts, sweaters, jeans, or T-shirts? Is anyone wearing his or her pajamas? Is anyone wearing a hat? Count the number wearing these and make graphs on the board for boys and for girls.

5. Where did your students get their clothes? Talk about going shopping for clothes. In today's lesson the students will see a clothing store. Ask them to watch for the things they would buy if they went shopping. Avoid mixing languages.

6. Listen to the audio cassette tape of lesson 5 vocabulary words. Explain that some of these are the same words they used in activity #2. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

## Description of the Video Lesson

Monsieur Dubois meets two new children, Ashley and Jordan, whom he kisses on the cheeks. Ryan explains to the girls that it is a tradition in France when one meets people. Ryan draws a picture of her family. The group reviews family members. They learn tie (*la cravate*) and shoes (*les chaussures*).

Los colores	<i>violet, jaune, bleu, noir, blanc, marron, vert, rouge, rose</i>
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They also learn skirt (*la jupe*), dress (*la robe*), and hat (*le chapeau*).

Shopping	<i>les chaussures, les chaussettes, la jupe, le pullover, le le pyjama, le short</i>
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Counting hats	<i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i>
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Monsieur Dubois bought clothes for his nephew. While showing the children what he bought, he teaches them shirt (*la chemise*), pants (*le pantalon*), t-shirt (*le tee-shirt*), shorts (*le short*), blue jeans (*le jean*) which students in France also commonly wear, sweater (*le pullover*), pajamas (*le pyjama*), and socks (*les chaussettes*).

Song	The man wants a new tie ( <i>la cravate</i> ), the woman wants a new dress ( <i>la robe</i> ), the boy wants new jeans ( <i>le jean</i> ), the girl wants a skirt ( <i>la jupe</i> ), a shirt ( <i>la chemise</i> ) and a hat ( <i>le chapeau</i> ), the baby wants to take off his shoes ( <i>les chaussures</i> )
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Les couleurs	<i>vert, rose, jaune, violet, blanc, bleu, noir, marron</i>
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Review	Kids model different clothes to review words.
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*la cravate*  
*le short*  
*les chaussures*  
*les chaussettes*

*la jupe*  
*la robe*

## Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary and conversations.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following the viewing of the video lesson
3. Hold up different items of clothing and ask the students for the correct vocabulary word. You may want to use real clothes, baby clothes, or doll clothes. You could even use a paper doll of a boy and a girl, as well as their clothes. Ask the question, "*Qu'est-ce que c'est?*" as you hold up an item. They would answer, "*C'est un/une \_\_\_\_*".
4. Play a game of who needs each item of clothing. Let the students tell you whether a man (*l'homme*), woman (*la femme*), boy (*le garçon*) or girl (*la fille*) would use the item.
5. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

## Supplemental Activities

1. Play a game of putting a clothing item on a part of the body. Do some correctly and some silly as done in the program (this game could be done with paper dolls and paper clothes at tables in small learning groups).
2. If possible, invite natives of different countries to visit your class. Ask them to wear or tell about traditional dress in their country. If they know the significance of the style, colors, etc., ask them to explain this also. A local college may have an international students association that would be able to assist with this activity.
3. Ask the PE teacher to play races with clothes. Use the relay game idea of packing a suitcase and going on vacation. Put three oversized clothing items (shirt, shorts, hat) in each suitcase, put the suitcases at the starting point (home). Runners pick up the suitcase and run to the second point (vacation location). They open the suitcase, put the clothes on as the word is called out in French, close the suitcase, run around the suitcase once, open the suitcase, take off the clothes (others could again call out the French words), put the clothes back into the suitcase and return home with the suitcase. The next team member then does the same process until the entire team has gone on vacation.

***Remember to use the vocabulary words in context as much as possible in class during the next week. Review as many words as possible from the first five lessons. Whenever there is a spare minute, even while waiting in line, review vocabulary words in fun ways. Continue to add to the First Step en Français suitcase folders.***



# Lesson 6

## Visiting the Farm

(Trip to a Farm, Animals, Pets)

### Objectives

1. To learn words related to animals
2. To learn words related to the farm
3. To learn about animals in French-speaking countries

### Vocabulary

#### animals

dog  
cat  
rabbit  
farm  
farmer  
horse  
cow  
pig  
hen  
rooster  
sheep  
barn

#### les animaux

le chien  
le chat  
le lapin  
la ferme  
le fermier  
le cheval  
la vache  
le cochon  
la poule  
le coq  
le mouton  
la grange

### Culture

Even though animals make the same sounds around the world, the way people imitate those sounds is different. In English the sound a dog makes is called bow-wow; in French that sound is called *ouah-ouah*. In English a rooster says cock-a-doodle-do; in French it is *cocorico*. In English a chicken says cluck-cluck; in French that chicken says *co-co-co-codet*.

### Information for the Teacher

Please note the difference in the vocabulary words for male and female animals, for example: *le chat* and *la chatte* are both words for cat. Some animals have entirely different words for the male and female animal just as we do, for example: hen (*la poule*) and rooster (*le coq*).

### Before Viewing the Video Lesson

1. Take a poll of the students as to the types of pets they have. Do a graph of this information on the board.
2. Depending on the location of your community, ask your students if they have ever visited a farm. What did they see there? What was different from their homes?

3. Tell the students that in today's lesson they will learn the words for different pets and farm animals. They will also learn the sounds that these animals make. Do animals make different sounds in different countries or are the words for these sounds different?

4. Listen to the audio cassette tape of lesson 6 vocabulary words. Explain that some of these are the same words they used in activities #1 and #2. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

## Description of the Video Lesson

One of the girls shows Monsieur Dubois a picture of her dog (*le chien*). Another girl brings her cat (*le chat*) "Tink" to visit. They discuss the colors of the cat's coat (*orange, gris*).

Count drawing of cats	<i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i>
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Les couleurs	<i>rouge, jaune, noir, blanc, rose, vert, orange, bleu, gris, violet, marron</i>
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They all go to the living room where a toy farm is sitting on the table. They learn the words for farm (*la ferme*), barn (*la grange*) and farmer (*le fermier*). Jay shows a picture of a rabbit (*le lapin*) in a book. He once had one that weighed ten (*dix*) pounds!

Video trip to a farm	children running, farmer riding his tractor, geese, cows, sheep, goat, chickens, pony, horse, barn, cat, cow, pig, and horse
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Song	On that farm he had a _____ that went _____.
------	--

They pick up different animals and ask what they are called: horse (*le cheval*), cow (*la vache*).

Song	<i>le cochon, la vache, le cheval</i>
------	---------------------------------------

Hen (*la poule*), rooster (*le coq*), pig (*le cochon*), sheep (*le mouton*) are learned and the sounds of some of the animals are discussed if they are different sounds in French.

Song	<i>le chat</i>
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Review	<i>les couleurs</i>
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*le chien*  
*le chat*  
*le lapin*  
*le cheval*

*la vache*  
*le mouton*  
*la poule*  
*le cochon*

*la ferme*  
*les animaux*

## Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary and conversations.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following the viewing of the video lesson.
3. Review vocabulary words related to animals. Use pictures, toys or stuffed animals to represent the vocabulary words. Encourage the use of "I like..." (J'aime...).
4. Review vocabulary words related to the farm. A toy farm such as the one on the program could be used. Ask if the different animals would be found on a farm.
5. In the program some children are pantomiming the sounds and motions of animals. As each one finishes his pantomime, other students guess the animal. Let students do this game.
6. Using the pictures, toys or stuffed animals from activity #2, let students tell the color of each animal. For example: *le lapin est blanc* (the rabbit is white).
7. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson. Write sentences in French.

## Supplemental Activities

1. Use appropriate activities for lesson #6 on the CD Rom.
2. This would be a good time to introduce a science unit on animals. All of these animals were pets or farm animals.
3. Let students make a collage of farm animals or a three-dimensional diorama showing where the farm animals live.
4. Ask the art teacher to let students make paper mache or clay animals. Be sure the students are able to tell the art teacher the name of their animal in French.
5. There are songs about animals that could be done in music. Students could insert the French sounds and words for the animals in a song like "Old MacDonald."

***Remember to use the vocabulary words as much as possible in class during the next week. Always review previous vocabulary words whenever possible.. Continue to add the First Step en Français suitcase folders.***

# Lesson 7

## Visiting in the School

(School items and Classes)

### Objectives

1. To learn words related to school
2. To learn words for school supplies
3. To learn about school in a French-speaking country

### Vocabulary

#### School

pencil  
paper  
eraser  
book  
scissors  
crayons  
ruler  
pen  
flag  
blackboard  
map  
door  
desk  
teacher  
student

#### L'école

le crayon  
le papier  
la gomme  
le livre  
les ciseaux  
le crayon de couleur  
la règle  
le stylo  
le drapeau  
le tableau  
la carte  
la porte  
la table/le pupître  
le professeur  
l'élève

### Culture

In France school usually begins early in the morning and ends around four or five p.m. The students generally walk to school, although some do ride a bus. The students and teachers are able to go home for an extended lunch break that usually lasts 1 to 2 hours. The students who live too far from school to go home for lunch eat at the school lunchroom (*la cantine*) and are supervised as they play on the black top outside the school or work in study hall. Students usually have 2-2 1/2 months off for a summer break. Schools in some countries have different schedules because of the weather conditions in that particular country. For example, in the Caribbean schools do not start until late September and go thru mid-July because of hurricane season. Public school is free and mandatory to children ages 6 thru 16. Many students who can afford it go to private schools.

## Before Viewing the Video Lesson

1. Tell your students to watch and listen carefully as you get out a book bag and put ten different school supply items in the book bag. Tell them the name of the item as you put it in the book bag. Use the following items (colors can be changed or not used if this is too much for your students to remember) a yellow pencil, a purple crayon, white paper, a green book, scissors, a brown ruler, a pink eraser, white glue, a flag and a map. Close the book bag and put it on the table. Ask the students to number 1 through 10 on a piece of paper and to write all the items that you put into the book bag. Give them an appropriate amount of time to do so then pull out the items one by one and check the lists.
2. Tell them that in today's lesson they will be learning words related to school. Do they think the items they used will be seen in the program? Ask them to watch for these items.
3. What do they think school would be like in a French-speaking country? Tell them that school in France is sometimes very different from school in some other francophone countries.
4. Discuss uniforms at school, especially if your students do not wear uniforms. Do they think it is a good idea or not? If this is a controversial issue in your community, you may want to avoid this discussion.
5. Listen to the audio cassette tape of lesson 7 vocabulary words. Explain that some of these are the same words they used in activity #3. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide

## Description of the Video Lesson

The kids come in tired, and Jay brings a bag of school supplies with him that Monsieur Dubois wanted. Fabien and Ryan come in before with a small model of a desk. They learn pencil (*le crayon*), paper (*le papier*), and laugh at the word eraser (*la gomme*). Then they look at Jay's three (*trois*) books (*les livres*).

Count books	<i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i>
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The children also learn scissors (*les ciseaux*), crayons (*les crayons de couleurs*), ruler (*la règle*), and pen (*le stylo*).

The school day activities	Beginning with a school bus arriving at school, we see students going to class, eating lunch and doing school work.
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Review	<i>le drapeau, le tableau, la carte, la porte, la table, le livre, le papier, le crayon, les ciseaux, le crayon de couleur, la règle, le stylo</i>
--------	--

Pretending to be in a classroom situation, the group identifies teacher (*le professeur*), students (*les élèves*), blackboard (*le tableau*), map (*la carte*), and flag (*le drapeau*). They

discuss the colors of the French flag (*rouge, bleu, blanc*). With the model brought earlier by the children they learn desk (*le pupître*) and chair (*la chaise*).

Song	At school with <i>les élèves</i> – students, <i>le professeur</i> – teacher, <i>le crayon</i> – pencil, <i>l'école</i> –school, <i>la chaise</i> – chair, <i>le livre</i> – book, <i>le stylo</i> -pen
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Count school supplies	<i>un, deux, trois, quatre, cinq, six, sept</i>
-----------------------	---



*le livre*  
*le crayon*  
*le papier*  
*le stylo*  
*le crayon de couleur*  
*la règle*  
*les ciseaux*  
*les élèves*  
*le professeur*  
*la carte*  
*le drapeau*  
*le tableau*  
*le table*  
*la porte*

## Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following the viewing of the video lesson.
3. Review the vocabulary words related to school and school supplies. Hold up different items and ask *Qu'est-ce que c'est?* (What is this?) The students would answer *C'est le/la \_\_\_\_\_* (It is \_\_\_\_\_).
4. Use the book bag and items from introductory activity # 1 again. Pull one item out at a time and ask for the French word. Count the items. Encourage expressions like "I have" (*J'ai...*) or "There is" (*Il y a...*).
5. Do the activity that Monsieur Dubois did with the students regarding which item you use to erase, measure, write, color, etc. You can just do the activity rather than using the verbs to describe the activity.
6. Play a game with the school supplies from the vocabulary list (like putting them in a bag where students can't see them). Without looking at the item, the student must identify it just by feeling it and then tell the French word for the item. Practice expressions like "I have a \_\_\_\_\_." (*J'ai un/une...*).

7. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children in the lesson.

## Supplemental Activities

1. Make a large map of the world drawing only the country outlines. Students can practice identifying and labeling Francophone countries. Place classroom objects on the map and have students identify the object and the country it is placed on.
2. Play the rock/ scissors/ paper game in French- *pierre, ciseaux, papier, un, deux, trios!*
3. Make flags of the different Francophone countries. Display them in the classroom with a map of the country.
4. Label all possible items in the classroom with the French word.
5. If your school does not require uniforms, have a uniform day in your class. Ask all students to wear the same or similar clothes. Discuss what this feels like, using expressions "I like..." or "I don't like."

***Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy since there are words related to school and school supplies. Continue to add to the First Step en Français suitcase folder.***

# Lesson 8      Walking through the Community

(Buildings and people in the Community)

## Objectives

1. To learn words related to towns and buildings in the town
2. To learn about the stores and shops in French towns
3. To learn about French towns

## Vocabulary

restaurant	le restaurant
coffee shop	le café
bank	la banque
pharmacy	la pharmacie
cinema	le cinéma
library	la bibliothèque
church	l'église
museum	le musée
hotel	l'hôtel
hospital	l'hôpital
gas station	la station-service
bakery	la boulangerie
shop	la boutique
supermarket	le supermarché
bookstore	la librairie
coffee	le café
post office	la poste

## Culture

Cities and towns in France are usually built around *centre-ville* (the center of town), where all the boutiques, fruit, vegetable and meat markets, specialty shops, post office, bakery and pastry shops, churches and municipal buildings are found. Everything is generally located close together. The larger supermarkets and shopping malls are usually outside of the immediate downtown area. Many people live in townhomes and apartments if they live in town. Outside of the city limits there is usually lots of farm land and forests as most people live in the city or town. There are no houses spread out across the land with wide open yards as there are here in the United States.



## Information for the Teacher

One major difference in French to point out to the students is that *la librairie* is the French word for bookstore. The French word for library is *la bibliothèque*. This seems opposite from the English words and can cause confusion.

## Before Viewing the Video Lesson

1. Review previous vocabulary words. In this lesson the words learned relate to food, clothing and counting and they will be used in context.
2. Talk about the stores and buildings in your community. Do you live in a large city or a smaller town? Even if you live in a large city, there are probably many different stores and service buildings that are located in your neighborhood. Use a smaller area as the “town” you discuss. What types of building are found in your “town”? Why are they located where they are? Are they convenient to where the people live? Can people get all the things they need near their homes?
3. Tell the students that in this lesson they will see the types of building in a smaller French town. They will learn the words for these buildings and their purposes. Listen for familiar sounding words and see if they mean what we think they should mean.
4. Show some money from a French-speaking country. You can get international money through banks in the United States. You can also buy play money from foreign language educational supply stores. Discuss the differences in the foreign currency and the American currency as to size, color, etc. If you live near a major airport, you may be able to get foreign currency at the money exchange counter.
5. Talk about the similarities and differences between grocery shopping in France and in the United States.
6. Listen to the audio cassette tape of lesson 8 vocabulary words. Explain that some of these are the same words they used in activity #2. You may choose to give the students a copy of this lesson’s vocabulary words found at the back of the teacher’s guide.

## Description of the Video Lesson

April is writing a letter to her grandparents in California. Ryan is also writing to her grandparents, but they live nearby. April’s family has a restaurant (*le restaurant*) in San Francisco. Monsieur Dubois’ dad owns a small restaurant/ coffeeshop (*le café*) in France. It is next to a movie theatre (*le cinéma*). He brings down a picture from the wall of his hometown in France. They learn bank (*la banque*) and pharmacy (*la pharmacie*) from the map.

Count money	<i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i> <i>dix, neuf, huit, sept, six, cinq, quatre, trois, deux, un</i>
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They also learn post office (*le bureau de poste*), library (*la bibliothèque*), and church (*l’église*). They learn that a famous church in France is the Notre Dame. They also learn school (*l’école*) and museum (*le musée*). They learn that a famous museum in France is called the Louvre in Paris.

Song	Walking through the community: <i>le cinéma, le café, la pharmacie, la banque, la bibliothèque, l'église, l'école, le musée</i>
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The children then learn hotel (*l'hôtel*), gas station (*la station-service*), hospital (*l'hôpital*), bakery (*la boulangerie*), restaurant (*le restaurant*), store/shop (*la boutique*), supermarket (*le supermarché*) and bookstore (*la librairie*).

Through the community	bakery, shoe shop, florist, restaurant, library, bank, toy store, card shop, hotel, hospital, fire station, police department
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Monsieur Dubois has the children draw items from a bag and tell where one could go to get the items. Books – *la bibliothèque* and *la librairie*, medicine – *la pharmacie* and *l'hôpital*, coffee – *le restaurant, le supermarché*, and *le café*; banana – *le supermarché*.

Review	<i>le café, la bibliothèque, le supermarché</i>
--------	---



*le café  
la librairie  
le supermarché*

*le cinéma  
la pharmacie  
la boulangerie*

## Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary and conversations.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center following the viewing of the video lesson.
3. Review the vocabulary words related to the shops and buildings in a French town. Ask questions about these stores and what is sold at each.
4. Draw a map of your community or of a small French town. Label the buildings with the French words. This would be a good opportunity to review map making skills while reviewing the vocabulary.
5. Count money as done in the program. Use French play money that you purchase or draw and copy for students to use. Use this money to purchase objects from imaginary stores.
6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

## Supplemental Activities

1. Build a French village using boxes or draw the buildings and tape the papers together to form the village. Several students could work together and be responsible for the different buildings. One group could create the town square and another group could lay out the roads in the towns and get things ready for the buildings. Once this village is completed, let students give tours of the town to each other or to other classes. Let them pretend that they are tour guides for the town hall and are showing tourists around their town.
2. The lesson began with April writing a letter to her grandparents. Let students pretend they are writing a letter telling about a shopping trip they are planning. Tie this activity into a language arts activity on writing letters.
3. Learn French dances. The PE or Music teachers may be able to help with this activity. French and Créole music is available at music stores and other stores that sell video tapes.

***Remember to use the vocabulary words in context as much as possible in class during the next week. Add words and materials to the First Step en Français suitcase folder.***

# Lesson 9 Celebrating Holidays

## (Calendar, Weather, Seasons)

### Objectives

1. To learn the days of the week
2. To learn the different seasons and the weather during those seasons
3. To learn about the differences in the calendar and the seasons in France
4. To learn about celebrations and holidays

### Vocabulary

#### Week

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

#### La semaine

lundi  
mardi  
mercredi  
jeudi  
vendredi  
samedi  
dimanche

What day is today?  
Today is...

Quel jour est-ce aujourd'hui?  
Aujourd'hui c'est...

#### Seasons

Spring  
Fall  
Summer  
Winter

#### les saisons

le printemps  
l'automne  
l'été  
l'hiver

It's sunny.  
It's hot, warm.  
It's windy.  
It's cold.  
It's cool.

Il fait du soleil.  
Il fait chaud.  
Il fait du vent.  
Il fait froid.  
Il fait frais.

### Culture

The French celebrate some of the same holidays we do here in the United States. Christmas is probably the most celebrated holiday of the year. Christmas is celebrated in France much like it is in the United States. The French decorate Christmas trees and exchange gifts. On Christmas eve the family gets together for a very special meal. Generally they begin to prepare for this meal in early December. A traditional dessert is the yule log (*la bûche de Noël*). This feast lasts several hours and wraps up in time for the family to attend the midnight mass at church (le réveillon). When they return, the children lay out their shoes under the tree in hopes of finding them filled with goodies and gifts from Santa (*Père Noël*) when they wake up on Christmas day.

## Information for the Teacher

Monday is the first day of the week in many other countries around the world. Their calendars begin with Monday as the first day. This is true in all Francophone countries.

## Before Viewing the Video Lesson

1. Ask your students what day is today? Ask them to name the days of the week. What day do they begin with when they are reciting the days of the week? Tell them that in today's lesson they will learn the days of the week in French. Ask them to listen carefully for something different about the days of the week besides their names. (Note: Monday is the first day of the week on the French calendar.)
2. Ask your students to name the seasons of the year. What season are you in now? Write the names of the seasons on the board and ask students to tell you one word that they think of when they think about each season. List these also.
3. Talk about holidays that are celebrated in your community. Some are celebrated all over the world, some are just celebrated in the United States, and some may just be celebrated in your community. Tell which holidays would fall in each of the above categories and why?
4. Listen to the audio cassette tape of lesson 9 vocabulary words. Explain that some of these are the same words they used in activity #1 and #2. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide

## Description of the Video Lesson

Monsieur Dubois greets the children at the door. Caroline is happy because she is going on vacation. When she is asked when they are going, Caroline says they are going on Friday (*vendredi*). Monsieur Dubois gets the calendar and shows them the days of the week (*lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche*). He explains that Monday is the first day of the week in French-speaking countries and is, therefore, the first day on the calendar.

Ryan is excited because her baby sister is being brought home Saturday (*samedi*). Wednesday (*mercredi*) is her favorite day because she and her baby sister were born that day.

Song	Days of the week, What day were you born? What is your favorite day?
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Review	<i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i>
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Caroline explains what seasons (*les saisons*) she goes swimming at the lake: spring (*le printemps*) and summer (*l'été*). The children drew pictures of their favorite seasons. Caroline naturally drew summer/spring because of her love of swimming. Ryan drew the many colors of leaves in the fall (*l'automne*), while Jay claimed that the snowman in his picture of winter (*l'hiver*) was ten (*dix*) feet tall in real life.

Review	<i>le printemps, l'été, l'automne, l'hiver</i>
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In Caroline's picture of spring/summer it is sunny (*Il fait du soleil*) and it is hot/warm (*Il fait chaud*). In Ryan's picture it is windy (*Il fait du vent*) and it is cool (*Il fait frais*). In Jay's picture of winter it is cold (*Il fait froid*).

Classroom	Teacher tells a story of a butterfly and seasons and class sings together.
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The group discusses different holidays and what they love about them.

Holidays in North America	Christmas, Valentines Day, Easter, the Fourth of July, Halloween and Thanksgiving
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Review	<i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i>
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*lundi*  
*mardi*  
*mercredi*  
*jeudi*

*vendredi*  
*samedi*  
*dimanche*

## Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following the viewing of the video lesson
3. Review the vocabulary words for the days of the week. The students should learn the names of the days of the week in French and use them as much as possible in context.
4. Talk about the French calendar and emphasize that Monday is the first day of the week. Make a calendar with Monday as the first day and use it in class all week. Let them write their homework assignments on a calendar with the French names for the days. They can then show off their new vocabulary at home.
5. In the lesson Monsieur Dubois asked the children to name their favorite season. Ask your students the same question in French and let them write simple sentences in French about their favorite seasons and then illustrate them.
6. Compare the celebration of Christmas in France to the celebration of this holiday in the United States. Your students may have different ways they celebrate the holiday, based on their family's nationality, religion, and traditions.
7. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

## Supplemental Activities

1. Do a weather chart and track the weather on one of the calendars made as a part of follow-up activity #4. Begin a science unit on weather or seasons.

2. Discuss why the seasons would be different in other francophone countries and North America. Use a globe and shine a flashlight on the earth so that North America gets the most light. Tell the students to pretend that the flashlight is the sun therefore what season would it be in North America and why? If North America were hot from the sunlight, what would South/Middle America be like? Since there is less sun then South America would be colder and what would the season be there? Use the word hemispheres to discuss the differences in these areas. Reverse the angle of the sun and ask the questions again.
3. How are holidays celebrated around the world? Let your students do research in the media center. Ask parents or natives of other countries to visit the class to tell about their special holidays. Have some of these celebrations if possible.
4. In one of the lesson's songs, a child's favorite day was the day he/she was born. Ask the students on what day were they born?. They will probably have to ask or you can provide a multiyear calendar or calendars for the years that your students would have been born so they can look up the day of the week. Read the poem "Monday's Child" to the students after they have found the day of the week on which they were born. Do any of the descriptions fit your students or is it just a nice poem?
5. Students can learn French Christmas songs like "Silent Night" or "Petit Papa Noël." These can be found at music stores, in foreign language catalogs and on French-Canadian websites.

***Remember to use the vocabulary words as much as possible in class during the next week. This should be especially easy since the words relate to the days of the week. Every morning ask the students in French what day is today (Quel jour sommes-nous aujourd'hui?) and they should answer with "Aujourd'hui c'est \_\_\_\_\_."***

# Lesson 10

## A Birthday Picnic

(Nature, Sports, Birthday)

### Objectives

1. To learn words related to parks, nature and having fun
2. To learn words related to sports
3. To learn about celebrations in French-speaking countries
4. To learn about sports in French-speaking countries

### Vocabulary

#### birthday party

cake  
candle

How old are you?  
I'm... years old.

#### la fête d'anniversaire

le gâteau  
la bougie

Quel âge as-tu?  
J'ai... ans.

picnic  
flowers  
tree  
sun  
moon

pique-nique  
les fleurs  
l'arbre  
le soleil  
la lune

#### Sports

baseball  
basketball  
tennis  
soccer  
football

#### Les sports

le baseball  
le basket  
le tennis  
le football  
le football américain

bicycle  
tricycle

le vélo  
le tricycle

### Culture

Soccer is the most important sport in French-speaking countries. It could be considered the national game, just like baseball is in the United States. The World Cup and other international soccer matches are major sources of national loyalty throughout the world. Soccer players are considered role models and heroes just as sports figures are in this country.



## Information for the Teacher

The French word for soccer is *le football*. Students may be confused since it is so similar to our word football. Football, as we know it, is called *le football américain* in France.

## Before Viewing the Video Lesson

1. Tell the students that this is the last program in the First Step en Français series. Review with them the things they have learned this year. Use the First Step en Français suitcase folder for this review. The students will probably be very surprised at all they have learned.
2. Ask the students how old they are. What do they think would be the ideal birthday party? Tell them that today's lesson is about birthdays and to listen for words related to a birthday that they know.
3. What are your students' favorite sports? Do a poll and create a graph on the board. Leave this up for a follow-up activity.
4. Listen to the audio cassette tape of lesson 10 vocabulary words. Explain that some of these are the same words they used in activities #2 and #3. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

## Description of the Video Lesson

The children are helping Monsieur DuBois with a birthday cake. They learn cake (*le gâteau*) and candles (*les bougies*). The cake needed five (*cinq*) candles. Fabien says he is nine (*neuf*). "*J'ai neuf ans.*" Ryan is nine too. Jay says, "*J'ai dix ans.*" Ryan wants to know how to ask Monsieur Dubois' age. Monsieur Dubois does not tell his age.

Children answering the question	<i>Quel âge as-tu?</i>
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Teacher has kids count candles on picture of cake, and say color of bike, and sing song using vocabulary.

The children discuss Finley park as a great place to have a picnic (*pique-nique*) party, and as a great place to ride bikes. They learn bike (*le vélo*) and tricycle (*le tricycle*). They mention "*La Tour de France*," a famous bike race held in France every year.

Song	<i>Mon vélo</i>
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Ryan speaks of the many trees, plants, grass and flowers. Monsieur Dubois teaches her the words for flowers (*les fleurs*) and leaf (*la feuille*). Fabien asks how one says grass, plant and a tree in French. With the cover of a puzzle box Monsieur Dubois points to the picture and teaches grass (*l'herbe*), plant (*la plante*), and tree (*l'arbre*). Jay tells of a story about getting stung by a bee in the park. They all hope the sky (*le ciel*) is blue and the sun (*le soleil*) is bright for the birthday party (*la fête d'anniversaire*).

In the park	Families have fun together: flying kites, playing Frisbee, playing, running and rolling in the grass
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The group discusses how many sports activities are played at the park. Dubois explains they can be played at night because of light from the moon and stars. They learn

baseball (*le baseball*), basketball (*le basket*), tennis (*le tennis*), and soccer (*le football*) which they are shocked to find out is called “*football*”! They then learn football (*le football américain*).

Review	<i>le football, le football américain, le basket, le baseball, le tennis</i>
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Song	<i>les fleurs, le ciel, l'arbre, l'herbe</i>
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*le vélo  
le ciel  
le baseball*

## Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary and conversations.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following the viewing of the video lesson.
3. Who was having a birthday in the program? What kind of party was it? Review the words related to a birthday party. *Joyeux anniversaire* is Happy Birthday in French.
4. Discuss in French the words related to sports by using different types of balls. Refer back to the graph made before viewing the program and change the sports names to French names for those sports.
5. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

## Supplemental Activities

1. In PE play the different sports learned in the program. Ask the PE teacher to explain the differences in sports in the United States and in other countries of the world.
2. Invite a high school soccer coach to your class to explain the popularity of soccer throughout the world. Ask them to talk about some of the players who are known around the world. Why would soccer be so popular in other countries and just growing in popularity here?
3. In music sing “Happy Birthday” in French.
4. Have a party to celebrate learning French. Have French foods as part of the celebration and afterwards play a game of soccer.

## Conclusion

Your students have just taken their first step in learning a second language. Everyone is so proud when a baby makes the first step, feel the same with this first step in learning French! Plan some type of activity or program to share what your students have learned with other classes and with their parents. Students should be very proud of what they have learned and feel comfortable with hearing the French language being spoken. They will be able to recognize and say many different words and some sentences. As your students continue in their study of French with **Next Step en Français**, they will start using the words in more sentences and will add verbs and adjectives to their sentences.

***Remember to review the vocabulary words as much as possible in class during the rest of the year. The students can listen to the following lists on tape. Encourage the students to use the language. Give them many different opportunities to experience the language even after you have finished viewing the lessons in First Step en Français.***

## Vocabulary

Hello  
What is your name?  
My name is...  
Mr.  
Miss  
Mrs.  
Mom  
Dad  
Yes  
Grandfather  
Grandmother  
sister  
brother  
How are you?  
I'm well.  
So-so.  
Not bad.  
Not well.  
No  
Thank you  
Excuse me  
please  
good-bye

## Lesson 1

Bonjour  
Comment t'appelles-tu?  
Je m'appelle...  
Monsieur  
Mademoiselle  
Madame  
la mère  
le père  
oui  
le grand-père  
la grand-mère  
la sœur  
le frère  
Ça-va?  
Ça-va bien.  
Comme-ci, comme-ça.  
Pas mal.  
Pas bien.  
Non  
Merci  
excusez-moi/pardon  
s'il vous plaît  
Au revoir

# Vocabulary

## Lesson 2

colors

white

black

gray

blue

brown

pink

les couleurs

blanc

noir

gris

bleu

marron

rose

1 un

2 deux

3 trois

4 quatre

5 cinq

6 six

7 sept

8 huit

9 neuf

10 dix

house

table

chair

lamp

bed

bathroom

kitchen

bedroom

living room

dining room

garage

telephone

What is this?

It is...

la maison

la table

la chaise

la lampe

le lit

la salle de bains

la cuisine

la chambre

le salon

la salle à manger

le garage

le téléphone

Qu'est-ce que c'est?

C'est

# Vocabulary

fruit  
banana  
orange  
apple  
grapes

green  
red  
orange  
yellow  
purple

milk  
bread

potatoes  
carrots  
tomatoes  
vegetables  
cabbage

cheese  
wine

les fruits  
la banane  
l'orange  
la pomme  
les raisins

vert  
rouge  
orange  
jaune  
violet

le lait  
le pain

les pommes de terres  
les carottes  
les tomates  
les légumes  
le chou

le fromage  
le vin

# Lesson 3

# Vocabulary

# Lesson 4

## The Body

mouth

nose

head

ears

eyes

hand

leg

arm

foot

## Le corps

la bouche

le nez

la tête

les oreilles

les yeux

la main

la jambe

le bra

le pied

## People

doctor

nurse

man

woman

boy

girl

baby

le docteur/le medecin

l'infirmière

l'homme

la femme

le garçon

la fille

le bébé

# Vocabulary

# Lesson 5

tie

shoes

skirt

dress

shirt

t-shirt

shorts

jeans

sweater

pajamas

socks

hat

pants

la cravate

les chaussures

la jupe

la robe

la chemise

le tee-shirt

le short

le jean

le pullover

le pyjama

les chaussettes

le chapeau

le pantalon



# Vocabulary

animals

dog

cat

rabbit

farm

farmer

horse

cow

pig

hen

rooster

sheep

barn

les animaux

le chien

le chat

le lapin

la ferme

le fermier

le cheval

la vache

le cochon

la poule

le coq

le mouton

la grange

# Lesson 6

# Vocabulary

# Lesson 7

school	l'école
pencil	le crayon
paper	le papier
eraser	la gomme
book	le livre
scissors	les ciseaux
crayons	le crayon de couleur
ruler	la règle
pen	le stylo
flag	le drapeau
blackboard	le tableau
map	la carte
teacher	le professeur
student	l'élève

# Vocabulary

restaurant  
bank  
pharmacy  
cinema  
library  
church  
museum  
hotel  
hospital  
gas station  
bakery  
shop  
supermarket  
bookstore  
coffee  
post office

le restaurant  
la banque  
la pharmacie  
le cinéma  
la bibliothèque  
l'église  
le musée  
l'hôtel  
l'hôpital  
la station-service  
la boulangerie  
la boutique  
le supermarché  
la librairie  
le café  
la poste

# Lesson 8

# Vocabulary

# Lesson 9

week  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

la semaine  
lundi  
mardi  
mercredi  
jeudi  
vendredi  
samedi  
dimanche

What day is today?  
Today is...

Quel jour est-ce aujourd'hui?  
Aujourd'hui c'est...

Seasons  
Spring  
Fall  
Summer  
Winter

les saisons  
le printemps  
l'automne  
l'été  
l'hiver

It's sunny.  
It's hot, warm.  
It's windy.  
It's cold.

Il fait du soleil.  
Il fait chaud.  
Il fait du vent.  
Il fait froid.

# Vocabulary

# Lesson 10

birthday party

cake

candle

How old are you?

la fête d'anniversaire

le gâteau

la bougie

Quel âge as-tu?

picnic

bicycle

tricycle

flowers

tree

sun

moon

pique-nique

le vélo

le tricycle

les fleurs

l'arbre

le soleil

la lune

baseball

basketball

tennis

soccer

football

le baseball

le basket

le tennis

le football

le football américain